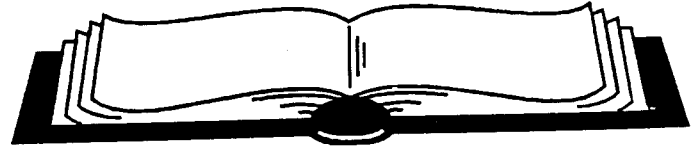


NEW JERSEY

2000-2001

Guidelines and
Application

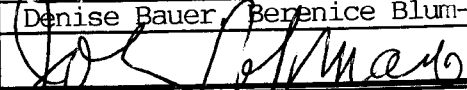
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PRACTICES

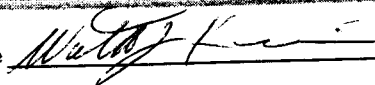
Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Public Engagement	(Application is limited to one category. See page 3 for details.)
Practice Name	Young Philanthropists	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Burlington County		
District (Proper Name)	Bordentown Regional School District		
Address	48 Dunns Mill Road		
	Street/P. O. Box	Bordentown, New Jersey	08505
	City		Zip Code
Telephone	609-298-3041	Fax 609-298-2515	Email
Chief School Administrator	John Polomano		
Nominated School #1 (Proper Name)	Clara Barton School		
Address	100 Crosswicks Street		
	Street/P. O. Box	Bordentown, New Jersey	08505
	City		Zip Code
Telephone	609-298-0676	Fax 609-324-2898	Email
Principal	Berenice Blum-Bart		
Program Developer(s)	Denise Bauer, Berenice Blum-Bart		
Application Prepared By	Denise Bauer, Berenice Blum-Bart, Sue Onaitis		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature


NEW JERSEY STATE DEPARTMENT OF EDUCATION

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

Young Philanthropists, the program proposed for award recognition, is an innovative program of creative engagement by the public through **local, state and national partnerships**. Partnerships empower elementary school students to make a significant impact upon the lives of others through philanthropic actions. Organizations such as the state-wide Youth in Philanthropy (YIP) Program, designed for fourth grade students and sponsored by the New Jersey Chapter of the National Society of Fund Raising Executives (NJ-NSFRC) join together in a partnership with our school to provide opportunities for students to work on the behalf of others. Local and national businesses; a world-renowned state cardiac and a pulmonary hospital and its staff; community members; family members and school staff have enabled our fourth grade students to apply what they have learned in their classroom to help others live better lives. Facilitated by these partnerships, our students and staff work to create original books, activities and artwork to donate to the pediatric unit of a local hospital. The lives of both the students and patients are enriched through this project.

Each year general and special education students and teachers, with the guidance of advisors from YIP, NJ-NSFRC and the hospital, develop a cross-curricular project which is donated to the hospital to improve the quality of life for their young patients. In this partnership during the first year of the program (1998-1999), students worked in cooperative groups to write and illustrate original books of various genres. In the second year (1999-2000), students recorded "books on tape" for the young patients. They raised funds through flower sales to buy tapes, books and tape recorders to give to the hospital. The students and staff developed a partnership with a local florist, who sold the flowers to the students at cost, and a national book company, which donated many books for the project. Community and family members assisted the students in recording the stories on tape. Students then created original activity packets to be used with each story. In this years' project (2000-2001), students will illustrate scenes from popular fairy tales, then frame their artwork for the hospital. At the conclusion of each year's work, students gather with all stakeholders and community members to make oral presentations about their projects, formally give their work to a representative of the hospital, and receive recognition for their philanthropic actions based on the partnerships.

Specific objectives of this practice are to:

- develop a climate of support with local, state and national partnerships as a way to engage long-term commitment to instructional programs that result in greater student achievement
- teach students the concept of philanthropy and promote philanthropy as a meaningful part of our culture as well as other cultures
- reinforce the development of core ethical values such as responsibility, respect and caring through a real learning experience
- provide students with opportunities to apply learned knowledge to complete a philanthropic project
- increase use of technology and sharing of information between partnerships
- experience interactions with caring and committed adult role models through the many partnerships involved in this practice

- enrich and integrate academic and affective aspects of the fourth grade curriculum while focusing on the New Jersey State Core Curriculum Content and Workplace Readiness Standards.

This program is innovative because it directly involves key stakeholders form partnerships in students' learning, uniting the stakeholders and school in a common bond. It is a program by children, for children. Students assume ownership of their projects and, through cooperative learning experiences, make most of the decisions about the design and creation of their work products. All students, on an equal basis and regardless of their own socioeconomic background or ability level, are able to work on behalf of others who are in greater need than themselves. Partnership support on different levels facilitates meeting the program goals.

The program promotes high academic achievement as it integrates our existing curriculum with a low cost philanthropic project which has a real purpose. Each year, the project focus is determined by the needs and abilities of the students, leading to growth and success for all students. In language arts, students use the writing process in action; writing, editing, revising and publishing. They read a variety of genres as they learn about different writing styles, prior to creating their own books and then read orally for others. Students use higher level thinking skills and problem solving strategies to identify the nature of their project and determine student responsibility for each aspect of the activity. Students apply math skills with real life meaning as they sell plants to raise money for supplies for their philanthropic project. Students' use of technology in these areas further promotes high academic achievement.

2. **List the specific Core Curriculum Content Standards, including the Cross-Content, Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

Activities generated from the partnerships in the **Young Philanthropists Program** support the **Core Curriculum Content Standards and Cross-Content, Workplace Readiness Standards** in numerous ways. Each of the five **Language Arts Literacy** standards is effectively addressed in our practice. All students speak for a variety of real purposes and audiences (3.1) as they rehearse and read aloud with meaning the stories for taping, make their oral presentations at the culminating event and participate in discussions with peers, teachers and public partners. Students listen actively (3.2) as they follow oral directions from teachers, attentively listen to the numerous members of the partnerships as they speak to the students for a variety of purposes, and listen to classmates as they constructively critique each other's work. Writing and reading activities (3.3, 3.4) comprised a large part of the students' projects. In cooperative groups students brainstormed, listened and discussed to find ideas for their original books. They read various genres, such as mysteries and historical fiction to determining the genres for their original books. Many hours were spent revising and editing before the books were published. Visual information (3.5) was implemented as the students viewed videos about the hospital to gain an understanding of the situation of the patients' lives, and as the students designed their illustrations and activity packets.

Visual and Performing Arts Standards 1.1 through 1.4 are addresses as the students plan, refine, create and critique their illustrations for their books and original activity packets. Our

partner from the cardiac hospital addresses **Comprehensive Health and Physical Education** Standard 2.1 with the students as she explains to them the differences between healthy and unhealthy cardiovascular systems and what the students can do to maintain good cardiovascular health. This information is given to the students as background information so they will have a better understanding of the experiences of the hospital patients. By negotiating creative differences of opinions peacefully, students demonstrate appropriate ways to nonviolently resolve conflicts (2.2) **Mathematics** is applied to an everyday experience as the students sell the flowers to raise funds for the tape recorders, (4.1-4.6) tapes and book supplies.

Cross-Content Workplace Readiness Standards have also been incorporated into the **Young Philanthropists** program. Through their diligent work on their projects, students demonstrate employability skills and work habits such as dependability and getting along with others. Through their experiences with the various partners involved in the project, they are exposed to a wide variety of careers and career options (Standard 1). Technology, specifically word processing and graphics are utilized to produce the final product of the books and activity packets. Tape recorders and calculators were also key tools in completing this project (Standard 2). Students enhanced their problem-solving, critical thinking and decision-making skills as they developed their thoughts and ideas, discusses creative problems, brainstormed alternative solutions and applied the solutions they deemed most appropriate in their cooperative groups (Standard 3). Students had the opportunity to demonstrate self-management skills as they worked cooperatively with the stakeholders, peers and teachers to accomplish their goals (Standard 4).

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The **Young Philanthropists Program** was developed in response to a 1998 teacher-initiated needs assessment which indicated a need for students to participate in a philanthropic project to broaden their perspective of the community, state and world. By emphasizing service to others, students have the opportunity to develop the intrinsic value of helping others and continue a legacy of philanthropy throughout their lives.

Children are guided to give of their time, talent, and treasures in keeping with the theme of the Youth in Philanthropy Program. Emphasis is placed on the service to others and the responsibility of the children to others. This project enhances a life long skill that can be continued on to adulthood. Given the demographics of our school and the wide range of social and economic levels, this project gave all the students an equal opportunity to volunteer and reap the rewards of service to others.

Documentation of this project occurred by multiple assessment measures such as:

- 100% participation of student book writing and taping
- 100% attendance of all stakeholders at the final culminating activity
- increased "Acts of Kindness" by fourth grade students as measured by our "Acts of Kindness" logs
- parent participation and involvement in the taping of the books

- 96% proficiency or better by students on the 1998-99 ESPA
- fourth grade achievement of 97-100% proficiency in science and 7% to 20% achievement over the state norm averages in math and language arts on the ESPA
- standardized test scores for grade 5 students indicate student achievement 2/3rds of a standard deviation above the national mean score
- 90% of students showed improvement of a 3 or better on a 5 point rubric from their fall to spring writing sample. This was scored using the New Jersey Core Content Curriculum Standards
- using the state speaking rubrics students presented their final project scoring with all students scoring 4 or better on the rubric
- Teacher observation and student report cards reflected that students demonstrated career planning and workplace readiness skills by exhibiting a strong work ethic while working in co-operative groups
- New Jersey Core Content Curriculum Standards and Workplace Readiness Standards: observable student behaviors enabled us to also evaluate and assess student growth academically, behaviorally and socially. Teachers observed as children increasingly learned how to work cooperatively, efficiently and effectively in all aspects of the school day. For example when publishing their books 75% of the students used computers to create final versions of their stories.
- Close and long-term partnerships were established as indicated by the creation of a children's library at the hospital dedicated to the students at our school.

The students have demonstrated a greater respect for others' diverse cultural backgrounds, internalized and now know the intrinsic value of doing for others as a reward in itself. This project has made a lasting impact on our school and community. The **Youth in Philanthropy** director stated that the project completed by our fourth graders was the most comprehensive and outstanding project she has ever seen.

4. Describe how you would replicate the practice in another school and/or district.

This practice can readily be replicated in any school. The first step is identifying all relevant stakeholders and then using personal contacts to engage them into a partnership relationship with the school. The Youth in Philanthropy Program's services are available to all fourth grade classes in the state. Interested schools can call YIP for further information.

The next step is determining the philanthropic project. This can be decided upon based on students' needs, strengths and interests, as well as on the nature of the partnerships developed. Each school's practice will be unique, based on available resources; all schools' practices will have a lasting benefit as students develop a life-long commitment to helping others in need.